



Migrant Education Program 2019-20 FIDELITY OF STRATEGY IMPLEMENTATION (FSI)

PROGRAM: _____

Purposes:

- To measure the level of implementation of each MEP **Strategy** listed in the Nebraska Migrant Education Program (MEP) Application that aligns with the Nebraska MEP Service Delivery Plan
- To inform the implementation evaluation of the Nebraska MEP as required by the U.S. Department of Education, Office of Migrant Education
- To determine the extent to which MEP services are delivered with fidelity
- To serve as a self-assessment guide to local MEPs in implementing migrant-funded services in the 3 Goal Areas: 1) School Readiness, 2) English Language Arts (ELA) and Mathematics, and 3) High School Graduation and Services to Out-of-School Youth (OSY)

Directions:

- For each Strategy, rate your migrant education project's level of implementation during 2018-19. Gather a group of key staff to discuss each Strategy including ratings and evidence. After reaching consensus, place a checkmark in the rating assigned (or put a checkmark next to "Not Applicable"), highlight in yellow the evidence that is relevant to your project, and cite additional evidence to support the rating. *Please note that projects are only asked to have on file examples of evidence listed under each Strategy. It is not required for projects to have copies of all documentation on all students, parents, events, communication/collaboration, enrollment/participation, etc.*
- If a Strategy is not applicable to your project, please place a checkmark in the box and indicate the reason.
- Ratings are based on a 5-point scale where 1=Not Aware, 2=Aware, 3=Developing, 4=Succeeding, and 5=Exceeding where **a rating of Succeeding is considered "proficient"**. *Note that exceeding does not mean "perfection"*.
- **Submit your completed FSI (along with all other evaluation data collection forms) to Benjamin Zink by August 31, 2020**
- Questions? Contact Cari Semivan, Program Evaluator at capan1@aol.com or call (720) 339-5349.

GOAL AREA 1: SCHOOL READINESS

Strategy 1.1	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1.1 Coordinate/provide instructional services for children ages 3-5 (not in kindergarten) to increase their school readiness skills (e.g., preschool programs, family literacy classes, home-/center-based services, summer programming).	<ul style="list-style-type: none"> • No provision of instructional services to migrant children ages 3-5 • No child participation • No coordination with other service providers • No record keeping 	<ul style="list-style-type: none"> • Inadequate provision of instructional services to migrant children ages 3-5 • Limited child participation • Limited coordination with other service providers • Limited record keeping 	<ul style="list-style-type: none"> • Some provision of instructional services to migrant children ages 3-5 • Some child participation • Some coordination with other service providers • Some record keeping 	<ul style="list-style-type: none"> • Sufficient provision of instructional services to migrant children ages 3-5 • Frequent child participation • Frequent coordination with other service providers • Sufficient record keeping 	<ul style="list-style-type: none"> • Extensive provision of instructional services to migrant children ages 3-5 • Regular child participation • Regular coordination with other service providers • Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> Binational teachers <input type="checkbox"/> Curriculum documents <input type="checkbox"/> District preschool program <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Family literacy programming <input type="checkbox"/> Home-based services </div> <div> <input type="checkbox"/> Information on supplemental instruction provided <input type="checkbox"/> Interpreting/translations <input type="checkbox"/> Lesson plans <input type="checkbox"/> Lists of services provided <input type="checkbox"/> MEP-sponsored full day preschool program <input type="checkbox"/> NePAT assessment results </div> <div> <input type="checkbox"/> Student work/pictures <input type="checkbox"/> Summer program <input type="checkbox"/> Teaching Strategies GOLD assessment results <input type="checkbox"/> Transportation to/from local preschool programs <input type="checkbox"/> Tuition assistance to preschool programs </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1.2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1.2 Coordinate/provide support services to assist parents with identifying and overcoming barriers that prevent migrant preschool-aged children from attending preschool.	<ul style="list-style-type: none"> •No provision of support services to eliminate barriers for preschool-aged migrant children •No child participation •No coordination with other service providers •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of support services to eliminate barriers for preschool-aged migrant children •Limited child participation •Limited coordination with other service providers •Limited record keeping 	<ul style="list-style-type: none"> •Some provision of support services to eliminate barriers for preschool-aged migrant children •Some child participation •Some coordination with other service providers •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of support services to eliminate barriers for preschool-aged migrant children •Frequent child participation •Frequent coordination with other service providers •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of support services to eliminate barriers for preschool-aged migrant children •Regular child participation •Regular coordination with other service providers •Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> Binational exchange teacher worked in the preschool summer classrooms <input type="checkbox"/> Collaboration with childcare providers and community action agencies <input type="checkbox"/> Collaboration with early childhood education providers (e.g., <i>Head Start, Early Head Start, Migrant and Seasonal Head Start, family literacy programs, local programs</i>) <input type="checkbox"/> Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education, Child Find <input type="checkbox"/> Collaboration with other states through the CIGs <input type="checkbox"/> Collaboration with public libraries <input type="checkbox"/> Documentation of coordination activities (e.g., <i>emails</i>) <input type="checkbox"/> Documentation of support services provided (e.g., <i>family literacy, health, materials, resources [backpacks/ books/supplies], transportation</i>) </div> <div> <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips <input type="checkbox"/> Educational materials provided to children in preschools and in homes <input type="checkbox"/> Information on services and supplies provided <input type="checkbox"/> Integration of the local preschool in the MEP preschool program <input type="checkbox"/> Life skills lessons <input type="checkbox"/> List of coordinating agencies (e.g., <i>NDE, districts, Head Start, Migrant Head Start, family literacy programs, community agencies</i>) with opportunities provided to children <input type="checkbox"/> List of eligible children by school <input type="checkbox"/> Materials bags <input type="checkbox"/> MEP liaison referrals to local and state services <input type="checkbox"/> MEP service logs <input type="checkbox"/> MEP tracking form </div> <div> <input type="checkbox"/> MIS2000 database <input type="checkbox"/> PAC meetings showcasing community agencies <input type="checkbox"/> Participation in local school readiness advisory groups <input type="checkbox"/> Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative <input type="checkbox"/> Pictures of programming/students <input type="checkbox"/> Preschool program enrollment/attendance records <input type="checkbox"/> Referrals to WIC/food pantry, early childhood education providers (e.g., <i>Head Start</i>), dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS <input type="checkbox"/> Service logs and tracking forms <input type="checkbox"/> Student files <input type="checkbox"/> Weekly MEP staff meetings/minutes </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1.3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1.3 Coordinate/promote and model school readiness strategies to enhance migrant parents' capacity to support their child's development of school readiness skills.	<ul style="list-style-type: none"> •No promotion and modeling of school readiness strategies for parents •No parent participation •No coordination with other service providers •No record keeping 	<ul style="list-style-type: none"> •Inadequate promotion and modeling of school readiness strategies for parents •Limited parent participation •Limited coordination with other service providers •Limited record keeping 	<ul style="list-style-type: none"> •Some promotion and modeling of school readiness strategies for parents •Some parent participation •Some coordination with other service providers •Some record keeping 	<ul style="list-style-type: none"> •Sufficient promotion and modeling of school readiness strategies for parents •Frequent parent participation •Frequent coordination with other service providers •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive promotion and modeling of school readiness strategies for parents •Regular parent participation •Regular coordination with other service providers •Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> Binational exchange teachers <input type="checkbox"/> Collaboration with Migrant Head Start, Head Start, and other community resources <input type="checkbox"/> Documentation of educational services provided to parents and families <input type="checkbox"/> Documentation of parent participation <input type="checkbox"/> Examples of materials provided to parents <input type="checkbox"/> FACE opportunities <input type="checkbox"/> Family literacy nights/events </div> <div> <input type="checkbox"/> Home visits focusing in parent/child lessons <input type="checkbox"/> Interpreters <input type="checkbox"/> Materials distributed during home visits <input type="checkbox"/> Math academic materials <input type="checkbox"/> MEP facilitator tracking forms <input type="checkbox"/> MEP service logs <input type="checkbox"/> Newsletter for the migrant preschool <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings </div> <div> <input type="checkbox"/> Parent advocates/liaisons <input type="checkbox"/> Parent training agendas, sign-in sheets, materials <input type="checkbox"/> Parent training evaluations <input type="checkbox"/> Parent trainings <input type="checkbox"/> Parent/child homework activities <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Student files documenting tools/resources provided </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 1: SCHOOL READINESS, Cont.

Strategy 1.4	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
1.4 Provide <u>professional learning (PL) opportunities</u> to prepare staff to address the unique educational needs of migrant children ages 3-5 (not in kindergarten) using evidence-based strategies for instruction.	<ul style="list-style-type: none"> No provision of PL opportunities related to school readiness evidence-based strategies No staff participation No record keeping 	<ul style="list-style-type: none"> Inadequate provision of PL opportunities related to school readiness evidence-based strategies Limited staff participation Limited record keeping 	<ul style="list-style-type: none"> Some provision of PL opportunities related to school readiness evidence-based strategies Some staff participation Some record keeping 	<ul style="list-style-type: none"> Sufficient provision of PL opportunities related to school readiness evidence-based strategies Frequent staff participation Sufficient record keeping 	<ul style="list-style-type: none"> Extensive provision of PL opportunities related to school readiness evidence-based strategies Regular staff participation Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project					
<input type="checkbox"/> Agendas, sign-in sheets, and materials <input type="checkbox"/> Binational workshop <input type="checkbox"/> District early childhood conferences/training <input type="checkbox"/> Head Start training		<input type="checkbox"/> List of professional learning opportunities provided to staff <input type="checkbox"/> MEP Staff Training Evaluations <input type="checkbox"/> NASDME Conference		<input type="checkbox"/> NePAT training/materials <input type="checkbox"/> Statewide MEP Conference <input type="checkbox"/> Training materials <input type="checkbox"/> Webinars <input type="checkbox"/> Weekly MEP staff meetings	
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 2: ENGLISH LANGUAGE ARTS (ELA) AND MATHEMATICS

Strategy 2.1	IMPLEMENTATION LEVEL				
	Not Aware	Aware	Developing	Succeeding	Exceeding
2.1 Coordinate/provide evidence-based supplemental targeted ELA and math support (e.g., in-school support, programs on days when school is not in session, before/after school tutoring, home-based instruction).	<ul style="list-style-type: none"> No provision of evidence-based supplemental targeted ELA and math support No progress monitoring No student participation No coordination with other service providers No record keeping 	<ul style="list-style-type: none"> Inadequate provision of evidence-based supplemental targeted ELA and math support Limited progress monitoring Limited student participation Limited coordination with other service providers Limited record keeping 	<ul style="list-style-type: none"> Some provision of evidence-based supplemental targeted ELA and math support Some progress monitoring Some student participation Some coordination with other service providers Some record keeping 	<ul style="list-style-type: none"> Sufficient provision of evidence-based supplemental targeted ELA and math support Sufficient progress monitoring Frequent student participation Frequent coordination with other service providers Sufficient record keeping 	<ul style="list-style-type: none"> Extensive provision of evidence-based supplemental targeted ELA and math support Extensive progress monitoring Regular student participation Regular coordination with other service providers Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project					
<div> <input type="checkbox"/> 4-H Robotics camp <input type="checkbox"/> After-school STEM/robotics program <input type="checkbox"/> After-school tutoring/homework club <input type="checkbox"/> Attendance records <input type="checkbox"/> Close Up records/documents <input type="checkbox"/> Curriculum documents <input type="checkbox"/> DIBELS & DIBELS for Math <input type="checkbox"/> Documentation of reading and math services <input type="checkbox"/> Documentation on enrollment; student work <input type="checkbox"/> Enrollment records <input type="checkbox"/> ESL paraprofessionals working with students for interpreting and supplemental educational support </div>					
<div> <input type="checkbox"/> Final student summary report <input type="checkbox"/> Home-based tutoring <input type="checkbox"/> Individual student plans <input type="checkbox"/> Information on supplemental instruction <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> Lesson plans <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle school extended day science course focused on ELA <input type="checkbox"/> MobyMax for math instruction in summer school and at home <input type="checkbox"/> Paraprofessional services during and after school </div>					
<div> <input type="checkbox"/> Progress monitoring <input type="checkbox"/> Reading and math assessment results <input type="checkbox"/> School visits <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Student work <input type="checkbox"/> Summer reading and math curriculum <input type="checkbox"/> Summer school attendance/progress records <input type="checkbox"/> Summer school focusing on math and reading <input type="checkbox"/> Tablets/computers <input type="checkbox"/> Transportation to/from extended programming <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of online programming </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2.2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
2.2 Coordinate/provide migrant students with appropriate needs-based support services (e.g., health and nutrition, educational supplies, interpretation, transportation, access to technology) to increase attendance and achievement in ELA and math.	<ul style="list-style-type: none"> • No provision of needs-based support services to increase attendance and achievement in ELA/math • No student participation • No coordination with other service providers • No record keeping 	<ul style="list-style-type: none"> • Inadequate provision of needs-based support services to increase attendance and achievement in ELA/math • Limited student participation • Limited coordination with other service providers • Limited record keeping 	<ul style="list-style-type: none"> • Some provision of needs-based support services to increase attendance and achievement in ELA/math • Some student participation • Some coordination with other service providers • Some record keeping 	<ul style="list-style-type: none"> • Sufficient provision of needs-based support services to increase attendance and achievement in ELA/math • Frequent student participation • Sufficient coordination with other service providers • Sufficient record keeping 	<ul style="list-style-type: none"> • Extensive provision of needs-based support services to increase attendance and achievement in ELA/math • Regular student participation • Extensive coordination with other service providers • Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project					
<div> <input type="checkbox"/> Backpack program <input type="checkbox"/> Binational exchange teachers providing lessons on Mexican culture <input type="checkbox"/> Collaboration with adult education programs <input type="checkbox"/> Collaboration with Health and Human Services (HHS) for medical/dental coverage <input type="checkbox"/> Collaboration with IDEA for Special Education, Title I, Title III, Gifted Education <input type="checkbox"/> Collaboration with local agencies (i.e., 4-H, dental clinics, museums, public libraries) <input type="checkbox"/> Collaboration with local school districts for tutoring and communication with teachers <input type="checkbox"/> Collaboration with other states through the CIGs <input type="checkbox"/> Collaboration with Stephanie Wessels from UNL to support a family literacy program <input type="checkbox"/> Collaboration with Stuff the Bus <input type="checkbox"/> Community resources sharing <input type="checkbox"/> Correspondence with the State <input type="checkbox"/> Description of services provided </div> <div> <input type="checkbox"/> Documentation of coordination activities (e.g., emails, sign-in sheets, meeting agendas) <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational field trips <input type="checkbox"/> Educational materials delivered monthly <input type="checkbox"/> ESL paraprofessional interpreters and provides supplemental education services <input type="checkbox"/> Final student summary report documenting student participation <input type="checkbox"/> Immunization assistance (scheduling/transportation) <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Lego League for middle school students <input type="checkbox"/> List of coordinating agencies with opportunities provided to students/youth <input type="checkbox"/> Lists of services and supplies provided <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> MEP service logs <input type="checkbox"/> Migrant Literacy NET </div> <div> <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> Migrant service provider meetings <input type="checkbox"/> MIS200 documentation <input type="checkbox"/> PAC meetings showcasing local agencies <input type="checkbox"/> Participation in the Teacher Exchange Program through the Binational Migrant Education Initiative <input type="checkbox"/> Referrals to state and local services (e.g., clinics, food pantry, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, HHS) <input type="checkbox"/> School health records <input type="checkbox"/> School reports of student needs <input type="checkbox"/> State MEP records <input type="checkbox"/> Student files <input type="checkbox"/> Student performance records <input type="checkbox"/> Support services reports <input type="checkbox"/> Transportation to/from migrant summer school <input type="checkbox"/> Weekly MEP staff meeting minutes </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2.3	IMPLEMENTATION LEVEL							
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding			
2.3 Coordinate/provide family and community engagement (FACE) opportunities that help families support academic development in ELA and math.	<ul style="list-style-type: none"> No provision of FACE opportunities addressing ELA and math No parent participation No coordination with other service providers No record keeping 	<ul style="list-style-type: none"> Inadequate provision of FACE opportunities addressing ELA and math Limited parent participation Limited coordination with other service providers Limited record keeping 	<ul style="list-style-type: none"> Some provision of FACE opportunities addressing ELA and math Some parent participation Some coordination with other service providers Some record keeping 	<ul style="list-style-type: none"> Sufficient provision of FACE opportunities addressing ELA and math Frequent parent participation Frequent coordination with other service providers Sufficient record keeping 	<ul style="list-style-type: none"> Extensive provision of FACE opportunities addressing ELA and math Regular parent participation Regular coordination with other service providers Comprehensive records kept 			
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> Backpack program for families <input type="checkbox"/> Chromebooks for ESL instruction <input type="checkbox"/> Educational strategies provided during PAC meetings <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Family literacy programming <input type="checkbox"/> Family literacy program attendance records <input type="checkbox"/> Home visits <input type="checkbox"/> Homework tips for parents <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Math academic materials <input type="checkbox"/> Materials provided during home visits </td> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> MobyMax for students <input type="checkbox"/> Monthly parent meetings <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings <input type="checkbox"/> Parent meetings/training <input type="checkbox"/> Parent needs assessments </td> <td style="vertical-align: top; width: 33%;"> <input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials <input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets <input type="checkbox"/> Parent training topics based on parent needs assessment results <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> PowerSchool/Synergy training <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Title parent involvement meetings <input type="checkbox"/> Use of technology </td> </tr> </table>						<input type="checkbox"/> Backpack program for families <input type="checkbox"/> Chromebooks for ESL instruction <input type="checkbox"/> Educational strategies provided during PAC meetings <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Family literacy programming <input type="checkbox"/> Family literacy program attendance records <input type="checkbox"/> Home visits <input type="checkbox"/> Homework tips for parents <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Math academic materials <input type="checkbox"/> Materials provided during home visits	<input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> MobyMax for students <input type="checkbox"/> Monthly parent meetings <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings <input type="checkbox"/> Parent meetings/training <input type="checkbox"/> Parent needs assessments	<input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials <input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets <input type="checkbox"/> Parent training topics based on parent needs assessment results <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> PowerSchool/Synergy training <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Title parent involvement meetings <input type="checkbox"/> Use of technology
<input type="checkbox"/> Backpack program for families <input type="checkbox"/> Chromebooks for ESL instruction <input type="checkbox"/> Educational strategies provided during PAC meetings <input type="checkbox"/> Family literacy nights/events <input type="checkbox"/> Family literacy programming <input type="checkbox"/> Family literacy program attendance records <input type="checkbox"/> Home visits <input type="checkbox"/> Homework tips for parents <input type="checkbox"/> iPad/iPod access when away from district <input type="checkbox"/> Math academic materials <input type="checkbox"/> Materials provided during home visits	<input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> MobyMax for students <input type="checkbox"/> Monthly parent meetings <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings <input type="checkbox"/> Parent meetings/training <input type="checkbox"/> Parent needs assessments	<input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials <input type="checkbox"/> Parent training schedules, agendas, and sign-in sheets <input type="checkbox"/> Parent training topics based on parent needs assessment results <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> PowerSchool/Synergy training <input type="checkbox"/> Resources for parents to use at home <input type="checkbox"/> Title parent involvement meetings <input type="checkbox"/> Use of technology						
<p>Cite additional evidence here:</p>								
<p>Comments/Follow-up:</p>								
<p><input type="checkbox"/> This Strategy is not applicable to our project - Reason:</p>								

GOAL AREA 2: ELA AND MATHEMATICS, Cont.

Strategy 2.4	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
2.4 Provide professional learning (PL) opportunities to prepare staff to address the unique educational needs of migrant students (e.g., academic, cultural, language, poverty, mobility) using evidence-based strategies for ELA and math instruction.	<ul style="list-style-type: none"> • No provision of PL opportunities related to ELA/math evidence-based strategies • No staff participation • No record keeping 	<ul style="list-style-type: none"> • Inadequate provision of PL opportunities related to ELA/math evidence-based strategies • Limited staff participation • Limited record keeping 	<ul style="list-style-type: none"> • Some provision of PL opportunities related to ELA/math evidence-based strategies • Some staff participation • Some record keeping 	<ul style="list-style-type: none"> • Sufficient provision of PL opportunities related to ELA/math evidence-based strategies • Frequent staff participation • Sufficient record keeping 	<ul style="list-style-type: none"> • Extensive provision of PL opportunities related to ELA/math evidence-based strategies • Regular staff participation • Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> Coordinator attends professional learning at local, state, and national level <input type="checkbox"/> Emails documenting registrations <input type="checkbox"/> Local school/district/ESU professional development <input type="checkbox"/> MEP facilitator training (local, state, and national) </div> <div> <input type="checkbox"/> MEP Staff Training Evaluations <input type="checkbox"/> NASDME Conference <input type="checkbox"/> New staff training <input type="checkbox"/> Paraprofessionals attend training at local level <input type="checkbox"/> Staff meetings/training </div> <div> <input type="checkbox"/> Staff training agendas, sign-in sheets, evaluations <input type="checkbox"/> State MEP meetings/conferences/training <input type="checkbox"/> Training logs <input type="checkbox"/> Training materials <input type="checkbox"/> Webinars <input type="checkbox"/> Weekly MEP staff meeting agendas and minutes </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL 3: GRADUATION AND SERVICES TO OUT-OF-SCHOOL YOUTH (OSY)

Strategy 3.1	IMPLEMENTATION LEVEL				
	Not Aware	Aware	Developing	Succeeding	Exceeding
3.1 Coordinate/provide secondary migrant students (grades 9-12) and OSY with evidence-based supplemental instructional services to support their achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> No provision of evidence-based supplemental instructional services to secondary migrant students/OSY No progress monitoring No student/OSY participation No coordination with other service providers No record keeping 	<ul style="list-style-type: none"> Inadequate provision of evidence-based supplemental instructional services to secondary migrant students/OSY Limited progress monitoring Limited student/OSY participation Limited coordination with other service providers Inadequate record keeping 	<ul style="list-style-type: none"> Some provision of evidence-based supplemental instructional services to secondary migrant students/OSY Some progress monitoring Some student/OSY participation Some coordination with other service providers Some record keeping 	<ul style="list-style-type: none"> Sufficient provision of evidence-based supplemental instructional services to secondary migrant students/OSY Sufficient progress monitoring Frequent student/OSY participation Frequent coordination with other service providers Sufficient record keeping 	<ul style="list-style-type: none"> Extensive provision of evidence-based supplemental instructional services to secondary migrant students/OSY Extensive progress monitoring Regular student/OSY participation Regular coordination with other service providers Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project					
<div> <input type="checkbox"/> After-school program/tutoring <input type="checkbox"/> Alternative Secondary School site <input type="checkbox"/> Career/college information packets <input type="checkbox"/> Close Up records/documents <input type="checkbox"/> Collaboration with Migrant Head Start so parents can continue secondary education <input type="checkbox"/> Collaboration with Proteus Financial <input type="checkbox"/> Collaboration with workforce development <input type="checkbox"/> College and career readiness conferences <input type="checkbox"/> Curriculum documents <input type="checkbox"/> Direct instruction to secondary students/OSY <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Dropout reports <input type="checkbox"/> Enrollment in ESL or GED classes without being placed on a waiting list <input type="checkbox"/> ESL paraprofessional provides supplemental education support </div> <div> <input type="checkbox"/> Final student summary report documenting student/ OSY participation <input type="checkbox"/> GOSOSY lessons/documentation forms <input type="checkbox"/> Graduation records <input type="checkbox"/> Hispanic Latino Summit <input type="checkbox"/> Home-based tutoring <input type="checkbox"/> Information on supplemental instruction provided <input type="checkbox"/> Instructional services provided at the high school <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> Leadership camps <input type="checkbox"/> Lists of services provided <input type="checkbox"/> MEP facilitator records <input type="checkbox"/> Migrant recruiter connection to OSY <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> Online credit recovery programs <input type="checkbox"/> OSY ELL materials (e.g., <i>Step Forward</i>, <i>GOSOSY resources</i>, <i>Rosetta Stone</i>) </div> <div> <input type="checkbox"/> Proteus home visits on heat and chemical safety <input type="checkbox"/> Referrals to local GED programs <input type="checkbox"/> Services provided by the OSY Coordinator <input type="checkbox"/> Student exposure to career opportunities <input type="checkbox"/> Student performance records <input type="checkbox"/> Student records showing identified needs and strengths <input type="checkbox"/> Student work <input type="checkbox"/> Tablets and computers <input type="checkbox"/> THRIVE Leadership Club <input type="checkbox"/> Use of technology <input type="checkbox"/> Use of online programming <input type="checkbox"/> Youth advocate provides services to secondary/OSY <input type="checkbox"/> Youth leadership </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3.2	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
3.2 Coordinate/provide appropriate needs-based support services to migrant secondary youth and OSY to eliminate barriers to accomplishing graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • No provision of needs-based support services to eliminate barriers for secondary youth and OSY • No student participation • No coordination with other service providers • No record keeping 	<ul style="list-style-type: none"> • Inadequate provision of needs-based support services to eliminate barriers for secondary youth/OSY • Limited student participation • Limited coordination with other service providers • Limited record keeping 	<ul style="list-style-type: none"> • Some provision of needs-based support services to eliminate barriers for secondary youth and OSY • Some student participation • Some coordination with other service providers • Some record keeping 	<ul style="list-style-type: none"> • Sufficient provision of needs-based support services to eliminate barriers for secondary youth and OSY • Frequent student participation • Sufficient coordination with other service providers • Sufficient record keeping 	<ul style="list-style-type: none"> • Extensive provision of needs-based support services to eliminate barriers for secondary youth and OSY • Regular student participation • Extensive coordination with other service providers • Comprehensive records kept
<p>Place a checkmark (✓) next to the evidence relevant to your project</p> <div> <div> <input type="checkbox"/> Collaboration with Adult Education Program to provide ESL & GED classes for OSY students <input type="checkbox"/> Collaboration with colleges/universities <input type="checkbox"/> Collaboration with IDEA for SPED, Title III <input type="checkbox"/> Collaboration with local agencies (e.g., 4-H, Proteus, Department of Labor, Job Corps, HHS) <input type="checkbox"/> Collaboration with the State <input type="checkbox"/> Collaboration/communication with school/district staff and counselors to ensure graduation requirements are being fulfilled and students are on track <input type="checkbox"/> College campus visits and camps/workshops (e.g., University of Nebraska Lincoln and Omaha) <input type="checkbox"/> Community resource guides & sharing <input type="checkbox"/> Counselor referrals <input type="checkbox"/> Description of services provided <input type="checkbox"/> Documentation of coordination activities <input type="checkbox"/> Documentation on enrollment <input type="checkbox"/> Educational materials provided monthly <input type="checkbox"/> ESL para provides translations and supplementary educational support </div> <div> <input type="checkbox"/> Final student summary report documenting student/OSY participation <input type="checkbox"/> GOSOSY workshop materials <input type="checkbox"/> Guidance via personal/home visits <input type="checkbox"/> Hispanic/Latino Summit attendance <input type="checkbox"/> Home visits to determine needs <input type="checkbox"/> Interpretations provided for OSY <input type="checkbox"/> Life skills instruction via home and school visits <input type="checkbox"/> List of opportunities provided to students/youth by coordinating agencies (e.g., CIGs, Binational Migrant Education Initiative, HEP, CAMP, ABE/GED, Hispanic Latino Summit, Latino American Commission) <input type="checkbox"/> MEP facilitator notes and records <input type="checkbox"/> MEP service logs <input type="checkbox"/> Migrant recruiter home visits and resource sharing <input type="checkbox"/> MIS2000 records <input type="checkbox"/> PAC meetings showcasing local agencies <input type="checkbox"/> Parent/secondary student meetings addressing the importance of connectivity and communication <input type="checkbox"/> Referrals to Migrant Head Start for children of OSY </div> <div> <input type="checkbox"/> Referrals to state and local services (e.g., clinics, food pantries, college/career conferences, dentists, backpack and voucher programs, health screenings, school supplies, Medicaid, job assistance) <input type="checkbox"/> Referrals to CAMP programs (e.g., MCC) <input type="checkbox"/> Schedules <input type="checkbox"/> School health records <input type="checkbox"/> State MEP records <input type="checkbox"/> Student files <input type="checkbox"/> Student needs assessments <input type="checkbox"/> Student performance records <input type="checkbox"/> Support services (e.g., guidance, health, life skills, material resources, nutrition, transportation) <input type="checkbox"/> Thrive Leadership Club <input type="checkbox"/> Transportation to summer school <input type="checkbox"/> UNL Big Red camps for high school students <input type="checkbox"/> Visit with students in small group settings <input type="checkbox"/> Weekly MEP staff meetings <input type="checkbox"/> Workforce development </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3.3	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
3.3 Coordinate/provide needs-based educational services to migrant parents/families to enhance their capacity to support their child's achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> •No provision of needs-based educational services for parents/families of secondary students/OSY •No parent participation •No coordination with other service providers •No record keeping 	<ul style="list-style-type: none"> •Inadequate provision of needs-based educational services for parents/families of secondary students/ OSY •Limited parent participation •Limited coordination with other service providers •Limited record keeping 	<ul style="list-style-type: none"> •Some provision of needs-based educational services for parents/families of secondary students/ OSY •Some parent participation •Some coordination with other service providers •Some record keeping 	<ul style="list-style-type: none"> •Sufficient provision of needs-based educational services for parents/families of secondary students/ OSY •Frequent parent participation •Frequent coordination with other service providers •Sufficient record keeping 	<ul style="list-style-type: none"> •Extensive provision of needs-based educational services for parents/families of secondary students/OSY •Regular parent participation •Regular coordination with other service providers •Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <div> <input type="checkbox"/> Backpack program for all new incoming families <input type="checkbox"/> College recruiting accessibility <input type="checkbox"/> College visits <input type="checkbox"/> FAFSA assistance and contact information <input type="checkbox"/> High school college and career fairs <input type="checkbox"/> Home visits <input type="checkbox"/> Home-based resources <input type="checkbox"/> iPad/iPod access when away from the district <input type="checkbox"/> MEP facilitator records <input type="checkbox"/> Middle and high school quarterly grade tracking system communicated to parents </div> <div> <input type="checkbox"/> Migrant recruiter home visits <input type="checkbox"/> One-on-one parent consultations <input type="checkbox"/> OSY mentoring pilot <input type="checkbox"/> PAC meeting attendance records <input type="checkbox"/> PAC meetings addressing graduation requirements <input type="checkbox"/> Parent nights on topics including graduation requirements, credits, FAFSA <input type="checkbox"/> Parent Training Evaluations <input type="checkbox"/> Parent training materials <input type="checkbox"/> Parent training schedules, agendas, sign-ins </div> <div> <input type="checkbox"/> Parent/OSY presentations <input type="checkbox"/> Parent/teacher conference records <input type="checkbox"/> Records of home visits <input type="checkbox"/> Referrals to GED programs <input type="checkbox"/> Secondary parent school poverty training <input type="checkbox"/> Statewide PAC webinars <input type="checkbox"/> Support services provided (<i>e.g., medical appointments, books to learn English</i>) <input type="checkbox"/> Use of technology <input type="checkbox"/> Youth leadership letters </div> </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

GOAL 3: GRADUATION AND SERVICES TO OSY, Cont.

Strategy 3.4	IMPLEMENTATION LEVEL				
	<input type="checkbox"/> Not Aware	<input type="checkbox"/> Aware	<input type="checkbox"/> Developing	<input type="checkbox"/> Succeeding	<input type="checkbox"/> Exceeding
3.4 Provide professional learning (PL) opportunities to MEP staff, school staff, and partner stakeholders to enhance their knowledge of evidence-based strategies, promising practices, and culturally-relevant instruction to increase secondary migrant youth/OSY achievement of graduation, GED, college, career, and/or life readiness goals.	<ul style="list-style-type: none"> • No provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY • No staff participation • No record keeping 	<ul style="list-style-type: none"> • Inadequate provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY • Limited staff participation • Limited record keeping 	<ul style="list-style-type: none"> • Some provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY • Some staff participation • Some record keeping 	<ul style="list-style-type: none"> • Sufficient provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY • Frequent staff participation • Sufficient record keeping 	<ul style="list-style-type: none"> • Extensive provision of PL opportunities on evidence-based strategies, promising practices, and culturally-relevant instruction for secondary students/ OSY • Regular staff participation • Comprehensive records kept
Place a checkmark (✓) next to the evidence relevant to your project <div> <input type="checkbox"/> GOSOSY modules & website <input type="checkbox"/> MEP facilitator training (local, state, and national) <input type="checkbox"/> MEP staff attendance at conferences/training <input type="checkbox"/> NASDME Conference <input type="checkbox"/> National and State conferences <input type="checkbox"/> OSY listserves <input type="checkbox"/> Staff meetings/training <input type="checkbox"/> State conferences/meetings/training <input type="checkbox"/> Training evaluations <input type="checkbox"/> Training materials <input type="checkbox"/> Training schedules, agendas, and sign-in sheets <input type="checkbox"/> Webinars </div>					
Cite additional evidence here:					
Comments/Follow-up:					
<input type="checkbox"/> This Strategy is not applicable to our project - Reason:					

Please document the parent activities held by your migrant education program during 2019-20

Parent Involvement Activities/Meetings		
Date(s)	Title/Topics	# Parents

Please document the local/state/national staff training supported by the MEP that your Program staff participated in during 2019-20

Local/State/National Staff Training Supported by the MEP		
Date(s)	Title/Topics	# Staff